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Gidgets & Gadgets

Having needed a cesarean section, the first thing I saw of my son was his footprint. I could see that he had ten, beautiful- albeit, exceptionally long toes- just as his daddy. I could breathe easier after seeing his tiny footprint. Now, I like to believe that my son’s tiny, beautiful (long) toes will leave as beautiful of a footprint on our earth, which is why I use cloth diapers. I want to keep his carbon footprint as tiny as his actual footprint. After sifting through the junk in our home, I decided to present the class an object that I am passionate about: my beloved cloth diapers.

Today’s cloth diapers come in many different forms. A parent can choose the time-consuming, traditional pre-fold diapers or that parent can choose an All-in-One diaper, requiring the least amount of work. I chose something in the middle. My diapers are called pocket diapers. These diapers have pockets that you can fill with removable, reusable inserts. The inserts can be made out of cotton, organic cotton, or hemp. Hemp is incredibly absorbent and naturally antimicrobial; nevertheless, it is very expensive. Therefore, my family chose regular cotton.

The object I am going to present the class is a clean cloth diaper insert. It is a white, long cotton insert with a snap at the top. A parent can make it into three different sizes, depending on the size of the baby. The insert has an illegible tag on it, which used to have washing instructions. Cloth diapers have very strict washing instructions. I am going to ask the class a serious of questions hierarchically exemplifying Bloom’s taxonomy. I will present the insert and allow the students to see, touch and smell (yuck!) the insert. The inserts are clean, but may smell slightly like ammonia, which can lead the students to determine for what this insert is used.

My first question will be, “What color is this object?” The students can answer this in many ways. One student may say, “White.” A more precise student may state, “Off-white, but it appears it may have been white.” One particularly observant student may notice a stain and mention that. Although a simple question, students will find various ways to describe my object’s colors. On the same taxonomy, I may ask students, “What fabric is this object?” Most students should say cotton. Some may guess, “Organic cotton.”

Second, I will ask students, “How does this fabric relate to any fabric that you may have in your closet?” A student may say, “I have a tee-shirt in that fabric, but it’s thinner.” Another might say, “I have a light sweater in that fabric.” Then I might add, “How does this fabric relate to anything you might have in your home?” Someone might say, “I have a dish towel that’s similar.” Another might say, “When I wash my car, I use wash clothes that look like that.”

Next, I will ask the class, “How could one use this object?” This will allow the students to creatively apply what they previously stated about this object and try to figure out for what this object is really used. After they hypothesize, I will ask, “How could this snap enhance this object for what it is used?” This will allow the students to analyze the purpose of the snaps on my insert. Since the students may or may not know that it is a cloth diaper insert, their answers will vary widely, depending upon their prior knowledge and experiences.

Now, I will ask the students, “Knowing that this is an absorbent material, likely used for cleaning of some sort, would you smell this object?” Then I will ask, “What makes you say yes or no?” This will allow the students to evaluate with evidence their rationale for assuming that this object is or is not worthy of olfactory analysis. Now, I will ask the students, “Could you formulate a theory for why I have twenty-four of these in my house?” I might add, depending on whether or not they need my assistance, “What could be special about twenty-four?”

After all of my students guess, I will explain that these are inserts for my pocket diapers, which are a form of cloth diapers. I will explain that I would not suggest smelling them, because they can have a slight ammonia smell, which is very common with cloth diapers. I have twenty-four, because the brand I use has a bi-annual sale, “Buy 5, Get 1 Free!” Therefore, we buy six at a time. After this, the students can evaluate and create once again with the questions, “Would you rather save $1500 per child using cloth diapers or buy disposables? Could you invent something in the middle (that could save the environment and money)?”

Although cloth diapering is not for everyone, it has been exceptional for my family. I can rest easy knowing that my son will leave something behind for generations to come besides a huge mound of disposable diapers. Maybe he will invent a reusable fuel? Find the cure for cancer? Or maybe he will spread his love and bring smiles to the faces of many? Beginning with a compassionately cotton bottom, his opportunities are endless.

Questions

Remembering: What color is this object? What fabric is this object?

Understanding: How does this fabric relate to any fabric that you may have in your closet?

Applying: How could one use this object?

Analyzing: How could this snap enhance this object for what it is used?

Evaluating: Knowing that this is an absorbent material, likely used for cleaning of some sort, would you smell this object? What makes you say yes or no?

Creating: Could you formulate a theory for why I have twenty-four of these in my house? What could be special about twenty-four?

Part B

Evaluating: Would you rather save $1500 per child using cloth diapers or buy disposables?

Creating: Could you invent something in the middle (that could save the environment and money)?